DOCUMENT RESUME

ED 203 035 CE 029 069

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TITLE Opening Trade Barriers: Sex Role Awareness Tools.
INSTITUTION Fort Wayne Women's Bureau, Inc., Ind.
SPONS AGENCY Indiana State Office of Occupational Development, Indianapolis.
PUB DATE 79
CONTRACT SG-78-071
NOTE 20p.: For a related document see CE 029 070.
AVAILABLE FROM Fort Wayne Women's Bureau, Inc., 203 W. Wayne St., Fort Wayne, IN 46802 ($3.50: with accompanying manual $12.00).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Building Trades: *Career Awareness: Careers: Females: Instructional Materials: *Learning Activities: Males: *Nontraditional Occupations: *Occupational Aspiration: Secondary Education: Sex Fairness: *Sex Role: *Sex Stereotypes

ABSTRACT

This manual consists of exercises to explore sex-role stereotyping as it affects work roles. They are intended to make young people aware of career opportunities in nontraditional fields. The 10 exercises include the following: values clarification: true-false quiz about sex characteristics and occupational requirements: character traits instruction: house plan exercise: role-playing (truck driver and fire-fighter): chore divisions: "what's my line?": visualization of job holders: small group exploration: and panel of peers (nontraditional workers explaining their jobs). A resource list is included in the publication. (KC)

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OPENING ♀ TRADE BARRIERS

SEX-ROLE AWARENESS TOOLS

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Funds to develop this manual were provided through a grant from the Indiana Office of Occupational Development, Developmental Programs Division under Title II Section 202(e) of the Comprehensive Employment and Training Act, Contract No. SG-78-071. The content of this material does not necessarily reflect the position or policy of the State of Indiana or the U.S. Department of Labor.

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This work is being placed on sale, at minimal charge, by the Fort Wayne Women's Bureau, Inc. Copies may be ordered (prepaid) from: Fort Wayne Women's Bureau, Inc., 203 W. Wayne St. Suite 315, Fort Wayne, Indiana 46802.

Price List:

A Training Blueprint	$ 9.50
Sex-role Awareness Tools	3.50
Set of both manuals	12.00

Payment includes postage and handling and must accompany order.

Not printed at government expense.

SEX-ROLE AWARENESS TOOLS

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INTRODUCTION

In June of 1978 the Fort Wayne Women's Bureau was awarded a grant through the Indiana Office of Occupational Development. The project, Opening Trade Barriers, was designed to promote awareness throughout the Fort Wayne area of the opportunities available to women who are able to overcome the artificial barriers to many traditionally male fields.

One component of Opening Trade Barriers was directed by the Vocational Consultant who worked in the schools with both male and female students. The direct classroom approach proved very effective. For this reason the materials developed for OTB are being made available in this booklet in the hope that classroom teachers at all levels of education will begin to incorporate non-sexist career information into the general curriculum.

In introducing the concept of non-traditional careers to students, it is important to clarify terminology. A career choice can be defined as "non-traditional" in any of these three ways:

1. Non-traditional because of family orientation--e.g., the choice to become a doctor by a member of a blue-collar oriented family;

2. Non-traditional because of technology's creation of new jobs--e.g., the choice to become an environmentalist;

3. Non-traditional because of sex-role stereotyping--e.g., the choice by a female to become a carpenter.

In this manual we offer exercises to explore attitudes toward sex-role stereotyping as it affects work roles. What rewards exist for individuals and society in accepting the non-traditional career? For individuals, a much wider range of options is open. For example, the young man who enjoys

working with small children need not reject the careers of child care worker or elementary school teacher as inappropriate to his sex. The young woman who enjoys working with her hands can pursue the possibilities within the construction trades. Openness to all opportunities allows the individual to decide according to interests and abilities without regard to artificial barriers.

In addition, society stands to benefit because it no longer is denied the contribution of half of the most qualified potential candidates in any given field. Therefore we, as parents and teachers, need to encourage the young people whom we influence to choose futures which are not limited by stereotype.

The following exercises have been developed or adapted to assist educators in making young people aware of career opportunities in non-traditional fields. The goal is to raise awareness of the ways in which socialization affects choices. The exercises serve only as stimuli to promote discussion. Each educator will find her/his own ways to bring out the reasoning abilities of the students. The suggestions are designed to augment the methods already in use.

Opening Trade Barriers
Vocational Consultant
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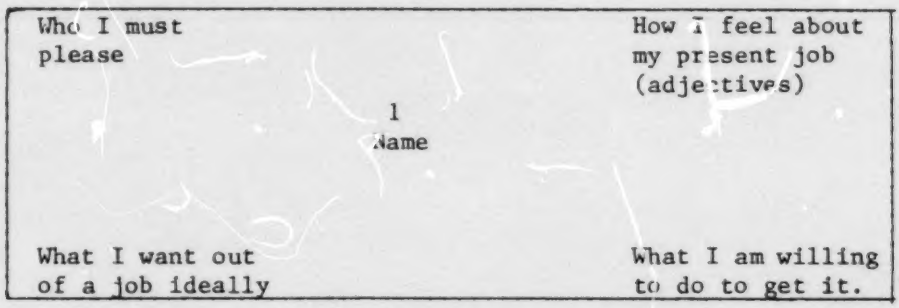
Exercise #1

Values Clarification Exercise



Ask group members to fill in information on individual cards while the facilitator reads the questions. This is meant to be a short exercise in which people are encouraged to put down the first responses that come to mind. Allow about 45 seconds to one minute for persons to record their responses to each question.

After completion, encourage group participation by repeating question 2 and asking for spontaneous feedback from the group at large. Have them call it out. Repeat with 3, 4 & 5. Encourage participants to compare with each other what they have to say.

#2 and 3 give participants information about themselves and their present environment.

#3 and 5 are values clarification and goal setting items.

Exercise #2

True False Quiz (sample next page)

Instruct the students to fill in the answers as rapidly as possible, guessing at responses to those questions of which they are not certain.

When all have completed the quiz, the instructor can create a non-judgmental atmosphere by stating that there are few right or wrong answers. Begin by asking "How many answered true?" Then "How many - false." Ask those who answered "true" to explain to the class why they believe that statement to be true. If no one has responded positively, then ask why they think some might believe that statement to be true.

It is important as you proceed down the page to encourage interaction among the students. Discussion should address why the statement is believed by some. Statements 1 thru 9 represent attitudes, while statements 10,11,12, 13 and 15 address direct information regarding specific careers.

Please check true or false.

	True	False
1. Boys are better at math than girls	_____	_____
2. Girls don't have to worry about careers	_____	_____
3. Boys aren't good with small children	_____	_____
4. Girls are too emotional for executive positions	_____	_____
5. If you plan to have a family, don't plan a career	_____	_____
6. Girls make more mistakes in shop class than guys	_____	_____
7. Guys can't cook as well as girls	_____	_____
8. A girl can't be a good engineer.	_____	_____
9. Training for engineering technology is harder than training for nursing	_____	_____
10. Operating engineers need to be physically strong	_____	_____
11. Carpenters need to study 2 years of math in high school	_____	_____
12. Numbers of skilled workers in construction trades exceed the availability of jobs	_____	_____
13. Factory work pays better than skilled trades	_____	_____
14. Girls can learn building trades as well as boys	_____	_____
15. Starting teachers make more money than starting laborers, carpenters	_____	_____

(Circle the answer the applies to you)

16. I don't want to work where there are mostly (women) (men)

17. I plan to work: 5 10 25 30 35 40 yrs.

Exercise #3

Character Traits (sample next page)

Frequently character traits attributed to women appear to be either negative or passive. Those attributed to males are usually the more positive and assertive.

Ask students to mark the sheets, identifying traits they feel to be more masculine or feminine.

After the students complete the sheets, discuss these traits. Be sure to help the students to understand the value to males of accepting "typically" feminine traits within themselves, and the value to females of allowing "typically" male traits to surface.

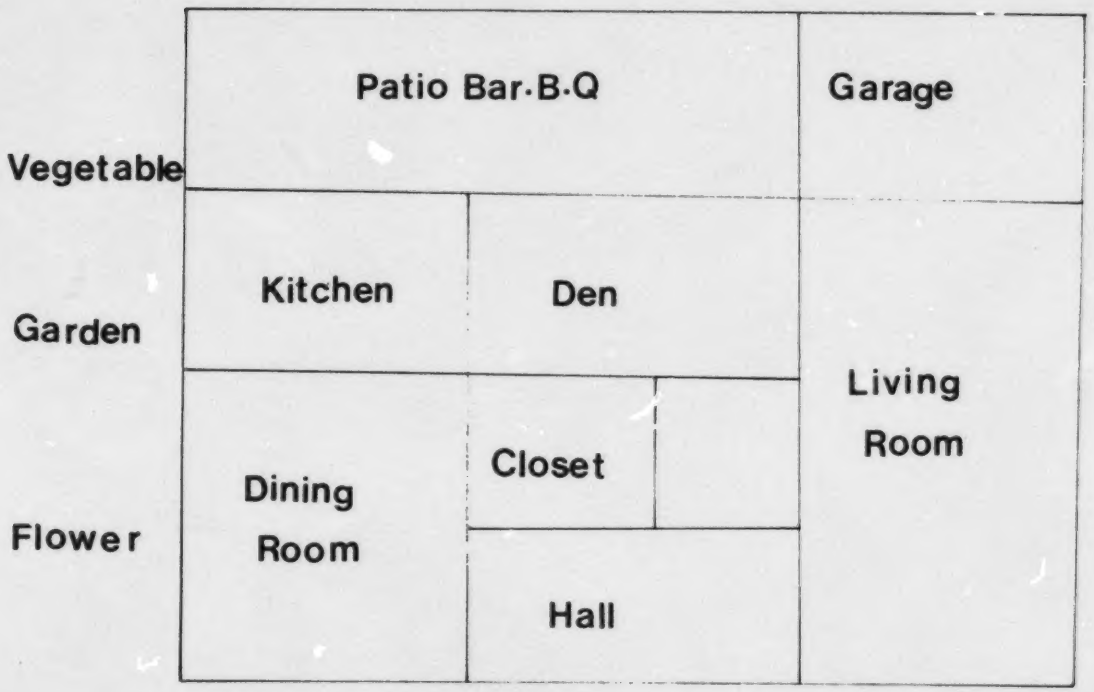
IDENTIFY THE CHARACTER TRAITS

	Feminine	Masculine
Competitive	_____	_____
Independent	_____	_____
Fickle	_____	_____
Active	_____	_____
Sensitive	_____	_____
Gentle	_____	_____
Passive	_____	_____
Ambitious	_____	_____
Decisive	_____	_____
Warm	_____	_____
Strong	_____	_____
Smart	_____	_____
Generous	_____	_____

Exercise #4

House Plan

This exercise is short but effective. Sketch the house plan as shown on a blackboard or chart. Ask the students to identify the space as basically masculine or feminine. Not all will agree. However, as they discuss it everyone becomes aware of the ways in which we even identify space as "belonging" to one sex or another.



Exercise #5

Role Play

Situation A: A well-trained female over-the-road truck driver has been assigned to drive a 3-5 day trip with a male partner. A group of wives of male drivers is picketing the employer.

Method: Select (or request volunteers) four role players, 1) the female truckdriver, 2) her spouse, 3) a male truckdriver, 4) his spouse.

Ask the wife of the male driver to begin by voicing her objections to a female co-driver. Permit all characters to respond fully, addressing the class as the company. Then allow the class to comment.

Object: To realistically face the complications which arise with non-traditional occupations; to then find equitable solutions.

Situation B: A qualified female firefighter is assigned to firehouse #100. Some wives of male firefighters are objecting to the Chief.

Method: Select three students to portray the major roles.

Object: To help students find solutions for occupational problems which come about as a result of change.

Editor's comments: Students have proposed many workable solutions. One suggestions was to provide some kind of orientation for wives, the theory being, "If I knew her I might feel differently." Others pointed out how simple it would be to erect a dorm divider for female firefighters.

Exercise #6

Chores

Make a list of typical teen chores probably expected of your students at home and at school. Ask the class who performs those chores at home or at school. Does a pattern of sex-roles present itself?

Some suggestions:

School:

Getting a chair for a speaker

Moving classroom furniture

Watering plants

Home:

Baby sitting

Yard work

General maintenance - home, auto

Appliance repair

Cooking - indoor

Cooking - outdoor

This discussion can include what jobs parents perform, too. (For example, many mothers do most of the cooking - except for outdoor cooking, a father job!)

This may be the time to inquire how many households have a mother working, too. Recognition of this statistic helps young people understand the reality of the fact that most of them, male and female, will work a large part of their lives.

Exercise #7

What's My Line

Format: Bring in community people employed in non-traditional fields. For example: A male kindergarten teacher, a female doctor or lawyer, a male nurse, a female carpenter's apprentice.

Introduce the speaker by name only. Instruct the class to direct questions to the guest that can be answered with a "yes" and "no." They can be given 20 questions in order to identify the occupation of the guest.

Allow a few minutes for the speaker to tell about her/his job after each 20 questions.

Exercise #8

Visualization

An alternative to Exercise #7 is to list similar occupations as those mentioned in Exercise #7. Ask students to describe the person who fills the position. Request descriptive phrases regarding physical stature, clothing, sex and age. Then you might offer a description of someone you know in that field who does not fit the typical expectation. For instance, Nurse: tall, clear voice, sensitive, kind, short hair, male.

Exercise #9

Small Group Exploration

Divide the class into groups of four or five students. Distribute a different discussion topic to each group. Instruct them to address the subject, explore it among themselves and be prepared to present some conclusions to the class. They need not come to a consensus. Some successful topics have been:

Should a man be a secretary? Why?

Should a man be a nurse? Why?

Are your duties at home assigned because you are a male or female?

Would you rather be assigned things your sister (or brother) is assigned to do?

Could you handle being the only guy (or gal) who has ever done a particular kind of work before?

If all employees at your job site were of the opposite sex--would that bother you?

Have you benefitted from being a female (or male) today? How?

Can a woman be a soldier? Why?

Can a woman be a firefighter? Why?

Exercise #10

Panel of Peers

Utilizing young women in construction crafts classes, put together a panel of participants to tell interested young women about their own fields. One format might be to have any girls in your school who are interested to sign up for a special 1-hour class period during which your panel is available to present a brief job description followed by a question and answer session.

RESOURCE MATERIALS

Sex Stereotyping in Education

A series of instructional modules in such fields as science, mathematics, education and American history. Developed by Georgia State University. Available at Fort Wayne Women's Bureau.

Anything You Want To Be

Seven minute film for teenagers. A young girl dreams of vocational opportunities for herself.

Why Not A Woman

Pennsylvania Commission for Women. 26-minute color documentary on women in blue-collar jobs.

Curriculum Approaches K-12

Presentation prepared for North Central Regional Women's Studies Association. Indiana University, Bloomington, Indiana.

Issues of Sex Bias and Sex Fairness in Career Interest Measurement

Department of Health, Education & Welfare. National Institute of Education. Available at Fort Wayne Women's Bureau.

Sex Stereotyping in Instructional Materials and Television Awareness Kit

Women's Educational Equity Communications Network. Available through Fort Wayne Women's Bureau.

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